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AUTHOR Delaney, Elizabeth M.; Ezell, Sara S.; Solomon, Ned A.; Hancock, Terry B.; Kaiser, Ann P.

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ABSTRACT

Developed as part of the Milieu Language Teaching Project at the John F. Kennedy Center at Vanderbilt University in Nashville, Tennessee, this KIDTALK Behavior-Language Coding Protocol and manual measures behavior occurring during adult-child interactions. The manual is divided into 5 distinct sections: (1) the adult behavior codes describe specific adult language and nonverbal behaviors; (2) the child behavior codes describe specific child language and nonverbal behaviors; (3) miscellaneous codes describe environmental events, pauses in adult and child interaction, interruption by the interventionist, or unusual events; (4) the coding and summarizing of behavioral episodes; and (5) the summarizing of all coded data. An appendix contains samples of transcribed, coded, and summarized KIDTALK data. (RS)

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The KIDTALK Behavior and Language Code: Manual and Coding Protocol

Elizabeth M. Delaney
Sara S. Ezell
Ned A. Solomon
Terry B. Hancock
Ann P. Kaiser

The Milieu Language Teaching Project

Peabody College at Vanderbilt University

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E. Delaney

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Introduction

The KIDTALK Behavior-Language Coding Protocol is a behavioral coding system used to measure behaviors occurring during adult-child interactions. The code was developed to assess changes in the behaviors of adults and children who participated in the Milieu Language Teaching Project at the John F. Kennedy Center at Vanderbilt University in Nashville, TN. The development of the code was funded through a grant from the National Institute of Child Health and Development (RO1 #HD27583).

The KIDTALK Behavior-Language Code consists of 57 codes that describe children's and adults' verbalizations as well as selected nonverbal behaviors. The KIDTALK Code enables the user to monitor single behaviors or sequences of behaviors such as compliance and commands.

Observational Situations

Although the Kidtalk Behavior-Language Code may be used to monitor any situation in which adults and children interact, it was developed to monitor 12-minute semi-structured interactions between parents and children. During observation sessions, each parent was instructed to play with his or her child for approximately 4 minutes using a toy supplied by the early interventionist. At the end of that time a "transition" was signaled. During transitions, parents instructed children to clean up the first activity and move to the second prescpecified play activity. After another four minute play period, a second transition was signaled and the parent instructed the child to clean up and move to a third activity. By observing dyads during clean up, play, and transition activities, we were able to monitor the quantity and quality of adult and child behaviors during interactions which varied in the amount of adult control required. The data collected during these interactions were used to evaluate changes in participants' behaviors over time.

KIDTALK Observations:

For best results, the following guidelines should be followed when using the KIDTALK Behavior-Language Coding Protocol:

1. Videotape all adult-child interactions to be coded. When videotaping, attempt to keep both parent and child in the frame. It is best if the facial expressions of both subjects are clearly visible.
2. Transcribe verbatim at least 5 minutes of the videotaped interaction. We suggest using the Systematic Analysis of Language Transcriptions (SALT; Miller & Chapman, 1985) to store transcribed data. A sample transcript with KIDTALK Codes is included in Appendix C.
3. Verify all videotaped transcriptions.
4. Code all lines of transcribed data.
5. Type codes at the end of each utterance in the transcript so that linguistic and semantic analysis of child and adult behaviors may occur simultaneously.
6. Summarize all coded data using summary sheets and checklists similar to the sample provided. A sample of summarized data is included in Appendix B.

Using the Coding Manual:

This manual is separated into five distinct sections: (a) adult behaviors, (b) child behaviors, (c) miscellaneous codes, (d) coding and summarizing behavioral episodes, and (e) sample forms for summarizing data.

Adult Behaviors. The adult behavioral codes describe specific adult language and nonverbal behaviors. Each adult utterance receives at least one code. Codes which describe nonverbal adult behaviors may be "double" coded on a verbal utterance line, or may be coded separately, on a line which contains no verbal

utterances.

Child Behaviors. The child behavioral codes describe specific adult language and nonverbal behaviors. Each child utterance receives at least one code. Codes which describe nonverbal child behaviors may be "double" coded on a verbal utterance line, or may be coded separately, on a line which contains no verbal utterances.

Miscellaneous Codes and Coding Rules. Miscellaneous codes are used to describe environmental events, pauses in adult and child interaction, interruptions by the interventionist, or unusual events.

Coding and Summarizing Behavioral Episodes. This section outlines how to mark the beginning and end of a behavioral episode and how to summarize these episodes on the checklist found in Appendix A.

Summarizing All Coded Data: A sample summary sheet was included in Appendix A. The summary sheet that was provided reflects the data of interest to the Milieu Teaching Language Project. Users of this code may wish to develop their own summary sheet in order to better answer the question of interest.

Sample Summarized Data. Appendix contain samples of transcribed, coded, and summarized KIDTALK data.

BEHAVIOR	CODE	P	BEHAVIOR	CODE	P
ADULT BEHAVIORS:		5	**CHILD BEHAVIORS:**		18
Descriptive Talk	[DT]	5	Initiated Utterance	[-i]	18
Other	[O]	5	Response to Prompt	[-r]	18
Yes/No Question	[YQ]	6	Spontaneous Imitation	[-s]	19
Test Question	[TQ]	6	Comment	[CM]	19
Real Question	[RQ]	6	2. Question	[Q]	19
Model	[MO]	7	Request	[R]	19
Mand	[M]	7	Child Verbal Negative	[CVN]	20
Request for Clarification	[REC]	7	Child Physical Negative	[CPN]	20
Nonverbal Command	[NVC]	8	Compliance	[C]	21
Indirect Command	[IC]	8	Non Compliance	[NC]	21
Direct Command	[DC]	8	Child Behavioral Response	[CBR]	21
Adult Behavior Response	[ABR]	9	Nonverbal Request	[NVR]	21
Non Verbal Imitation	[I]	9	Nonverbal Behavior	[NVB]	21
Verbal Mirror	[VM]	9	Child No Time	[CNT]	22
Correction	[COR]	10	Appropriate No Response	+ [CANR]	22
Reflective Statement	[RF]	10	Unintelligible	[CX]	22
Repeat	[RE]	11			
Linguistic Expansion	[LEX]	11	**Setting Codes**		23
Meaning Expansion	[MEX]	12	Off Camera	+ [OC]	23
Physical Follow Through	[PFT]	14	Pause	= [P]	23
Verbal Follow Through	[VFT]	14	Transition	+ [transition]	23
Physical Praise	[PP]	15	End of Transition	+ [endtransition]	23
Unlabeled Praise	[UP]	15	Trainer Teaching	+ [TT]	23
Labeled Praise	[LP]	15	Trainer Praise	+ [TP]	24
Adult Physical Negative	[APN]	16	Trainer Neutral	+ [TN]	24
Adult Verbal Negative	[AVN]	16			
Not Following Child's Lead	[FL]	17	**Coding Behavior Episodes**		25
Adult No Time	[ANT]	17	Summarizing Episodes		29
Appropriate No Response	; [PANR]	17	Miscellaneous Rules		31
Adult Unintelligible	[AX]	17	Appendix A: Checklist & Summary		32
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ADULT CODES

Adult Statements

Statements from the adult do not require a response from the child and may or may not be feedback for a child's verbal or nonverbal behavior.

A. Descriptive Talking [DT]

Code Descriptive Talking (DT) when the adult provides a commentary on the child's activities, the adult's activities, or a relevant event. Also code descriptive talk for appropriate social language: Hi, thank you, you're welcome, god bless you, etc.

- Code "Thank you" as a DT only if it is not within a behavior. Within a behavior episode, "thank you" is considered an unlabeled praise.
- Consecutive DTs should be separated according to topic, amount of time between behaviors, and the sentence rule (i.e., statement can stand alone as a sentence).
- When a DT is stated as a compound sentence, code as one DT:

  A: We're gonna make cookies and then we'll eat them [DT]
- "Let's," "We're," or "We'll" statements are considered DT's only when the adult is engaged in the activity when the statement is made.

  A: We're playing with playdoh [parent and child playing] [DT]

  A: We're gonna play with playdoh [parents not touching playdoh] [DC]

B. Other [O]

Other should be coded when the adult uses a phrase that carries little semantic meaning or is ambiguous. The following is a list of commonly occurring adult behaviors that will be coded as others.

- This is not an exhaustive list. Words not included here may be coded as others when they fit the definition. Verbs are not coded as others except as noted below.

ah	*oops*
here you go	*there you go*
hmm	*uhuh*
mhm/uhhuh	*whoa*
mmm (tastes good)	*yay*
oh	*yeah*
uhoh	*yikes*
ouch	*OK (when used during play)*
right (when alone)	*see (when alone)*

Let's see (when used as parent "self-talk)

- Code specific sounds as others (e.g. "beep beep," "waa waa," "woof woof," etc).
- When an Other is immediately followed by a longer phrase (on the same SALT line), code according to the longer phrase.
- Code (O) for other when adult makes sounds such as ah!, oh!, etc when the sounds stand alone. If they are followed immediately by a DT, only code DT.

  A: (car sounds) [O]

  A: (car sound) The car is going fast. [DT]
- It is VERY important that you spell Others consistently each time they are coded. For example, every time you spell the word "hmm" make sure you use only 2 "m's." This is important because SALT counts each differently spelled word as a child or adult vocabulary word. If others are not spelled consistently across sessions, Child and Adult language diversity measures may be incorrect.

Adult Questions

Questions are verbal inquiries from one person to another that are distinguishable from declarative statements or mands because they have the sentence structure of a question. To be coded as a YQ, TQ, or RQ the adult utterance must be in question form, (e.g., including words like could, do, can, who, what, where, why, will, or why). The adult should give the child 5 seconds to respond to any question. If there is no response after 5 seconds, code a Pause. All child verbal responses must have an "r" at the end of the appropriate code (e.g., CMr, Qr, Rr, CVNr).

A. Yes/No Questions [YQ]

A request for information that requires a yes/no, hmm, or okay form of response, or a head nod from the child.

A: Are you hungry?	[YQ]
C: Yes	[CMr]
A: Are you ready now?	[YQ]
C: No!	[CVNr]
A: Do you want this?	[YQ]
C: (no response for 5 seconds)	= [P]

- DT's with "tags" on the end are considered YQ unless they are tags on praise statements, in which case the praise statement takes precedence. The "tags" must also be in the form of a question

A: This is fun, isn't it?	[YQ]
A: That's what you want, isn't it?	[YQ]
A: You're a good boy, aren't you?	[UP]
A: You put away all of those blocks, didn't you!	[LP]

- The only time that hmm, right, or another phrase like that is considered a YQ is when it comes directly after a 'true' YQ. For example:

A: Do you want more juice?	[YQ] [ANT]
A: Hmm?	[YQ]

- An adult utterance that is in declarative form with a questioning inflection (e.g., That's a doggie?) is coded as DT.

B. Test Questions [TQ]

Questions requiring a specific, prescribed answer. The adult usually knows the answer before she/he asks the question.

A: What color is that?	[TQ]
C: Purple	[CMr]
A: How many are there (pointing to three balls)?	[TQ]
C: Four	[CMr]
A: Which one is bigger?	[TQ]
C: That one	[CMr]

C. Real Question [RQ]

Questions requiring information that the adult does not already have:

A: What should we cook?	[RQ]
C: Hamburgers	[CMr]
A: What color do you want to use?	[RQ]
C: Red.	[CMr]
A: What should we draw next?	[RQ]
C: I don't know.	[CMr]

- To distinguish between TQ and RQ, it is important to determine whether the adult knows the answer to the question, or is really asking for information from the child.

A: What is this (a red building block)?	[TQ]
A: What is this (a picture drawn by child)?	[RQ]

Adult Prompts for Child Language

Prompts for language are specific requests from the adult for the child to provide a verbal answer. Question words may or may not be a part of the prompt for language. The adult should give the child 5 seconds to respond to any prompt. If there is no response after 5 seconds, code a Pause. All child verbal responses must have an "r" at the end of the appropriate code (e.g., CMr, Qr, Rr, CVNr).

A. Model [MO]

A syllable, word, phrase, or sentence that the adult produces with the intention that the child will imitate all or part of the production. The adult may say, "Say. . ." or ask the child to say something. Also code as Model if the adult presents the model, then immediately asks if the child can repeat it.

A: Say 'red ball'	[MO]
C: red ball	[CMr]
A: Can you say candy?	[MO]
C: Candy	[CMr]
A: I want playdoh on plate. Can you say that?	[MO]
C: Playdoh on plate	[CMr]

B. Mand [M]

A command given to the child that requires a verbal response. A Mand is not stated in question form.

A: Tell me your name	[M]
C: Joe	[CMr]
A: Count the bears	[M]
C: No!	[CVNr]
A: You want to play with the toys or the blocks.	[M]
C: I want the blocks.	[Rr]

C. Request for Clarification [REC]

Occurs when the Adult did not understand the child's last utterance. Request for Clarification occurs when the adult says, "What?," Hmm?," "Huh?," "What did you say," etc. in response to a child utterance because the adult didn't hear or couldn't understand all or part of what the child said.

C: (mumbles a word)	[CX]
A: What did you say?	[REC]
C: I want x.	[Ri]
A: Hmm?	[REC]

- When an adult says "Huh?" it is coded as REC only if it follows a child utterance. Otherwise it is coded as an other.

Adult Commands

Commands are directions from the adult to the child that include a stated or implicit "you" as the subject and a stated verb phrase indicating a vocal or motoric behavior to be performed. The adult should give the child 5 seconds to comply to a command. Any child verbalization that directly follows a command should have an "r" at the end of the appropriate code (e.g., CMr, Qr, Rr, CVNr). Commands may not be stated in question form.

A. Nonverbal Command [NVC]

An overt physical command given by the parent to the child. Parent must make or attempt to make physical contact with child for NVC to be coded. NVC is only coded when there was no adult verbal behavior to code. Hand over hand assistance with a toy is not an (NVC).

directing the child toward object
turning child around to face object
touching child's face to get attention

B. Indirect Commands [IC]

An indirect command is a suggestion for a motoric behavior to be performed. Commands may not be stated in question form. Examples:

it's time to switch	*just a minute*	*come here*
sit down	*wait a second*	*come on*
come play		

Anytime the parent uses the child's name alone it is considered an IC.

C. Direct Commands [DC]

Direct commands are declarative statements that contain an order or instruction for a vocal or motoric behavior to be performed and indicate that the child is to perform this behavior. A direct command must include a verb and an object of the verb. If the parent and child share the focus of a toy or object, nonspecific labels or pronouns are accepted in DC. Direct Commands may not be stated in question form.

Put the blocks in the box.	*Give that to me.*	*Come play with the toys.*
Pick up the toys.	*Stop banging it.*	*Sit down on the floor.*
Put your hands in your lap.	*Take this.*	*It's time to switch toys.*

Some other considerations when coding commands:

- A parent utterance should contain only one command at a time. If it contains more than two, code the separate commands.
  A: Put the block down and come here [DC] [IC]
- The only exception to separating commands is when the words "see," "look," and the child's name act as Others at the beginning of another command. If less than 2 seconds are left between the other and the command, then code the utterance according to the full statement:
  A: Look, you have to play with blocks now [DC]
  A: Justin, come here [IC]
- Adult Statements that inform children of what will happen in the future will not be coded as commands.
  A: We'll play with that later [DT]
  A: We'll do that in a minute [DT]
  A: After we finish with the blocks we'll draw a picture [DT]
- A statement that appears to be a command may be descriptive talk if the child or adult is already engaged in the activity.
  A: Roll the playdoh (as child rolls playdoh) [DT]
  A: Roll the playdoh (as child sits looking at playdoh) [DC]
- The phrase "your turn" will only be coded as an indirect command when accompanied by a nonverbal prompt. Otherwise it is considered a DT.
  Commands such as "be careful" or "think carefully" that do not have a clear and observable compliance or non-compliance are coded as DT.
- "If" -- "then" & When --- consequence" [i.e. when you throw, we put the toys away] statements regarding the child's behavior are considered direct commands.
  A: When you throw, we put the toys away. [DC]
  A: If you hit, then we will go to another toy. [DC]
- Let's, We're, & We'll statements are considered commands only when the adult and child are NOT engaged in the activity when the statement is made
  A: Let's play with playdoh (parents not touching playdoh) [DC]
  A: We're playing with playdoh (parent and child playing) [DT]

Adult Feedback to Child Language and Behavior

A. Behavioral Response [ABR]

Code as ABR when the adult responds to child question or request by shaking or nodding his/her head, raising his/her hand, pointing to indicate "which one," or physically responding to a request. ABR will be recorded as "responsive" on the summary sheets.

C: get me the car	[Ri]
A: (hands child the car)	[ABR]
C: Am I going back to the classroom after this?	[Qi]
A: (shakes head)	[ABR]

B. Non Verbal Imitation [I]

Code (I) when adult imitates a child nonverbal behavior [NVB]. [I] can only be coded after a [NVB].
In order for (I) to be coded:

C: (saws with play saw)	[NVB]
A: (saws with her own play saw)	[I]
C: (crashes car into adult's car)	[NVB]
A: (crashes car into child's car)	[I]
C: (rolls out blue playdoh)	[NVB]
A: (rolls out yellow playdoh)	[I]

- The imitation must be overt.
- The adult and child must be using separate, but identical or similar, objects.
- The behavior must be an entire action (i.e. scooping and pouring sand) unless the action has been broken down into exaggerated movements that are separated by a least a one second pause.

C. Verbal Mirror [VM]

Code Verbal Mirror when the adult simultaneously physically imitates (see above) and verbally describes the child's action. If the verbal description occurs during the physical description or within 5 seconds of the physical imitation code VM. If the verbal description occurs before the physical imitation do not code the child code NVB or the adult codes I or VM. VM takes precedence over the code Imitation [I], and can only be coded after a child NVB.

C: (pours sand)	[NVB]
A: (pours sand) We pour the sand	[VM]
C: (colors in circles)	[NVB]
A: (colors in circles) We're making circles on our paper	[VM]
C: (pours sand)	[NVB]
A: (pours sand) I like to pour sand	[VM]
C: (pushes car)	[NVB]
A: (pushes car) We drive daddy to work	[VM]

- If the Adult physically imitates the child's action at the same time he/she says *something that does not describe the child's action, whether responsive or unresponsive* to the child, code the lines separately.

C: (pushes car)	[NVB]
A: (pushes car)	[I]
A: You spilled a little	[DT]
C: (pushes car)	[NVB]
A: (pushes car)	[I]
A: What do you want for dinner?	[FL] [RQ]
C: (drives car)	[NVB]
A: (pushes car)	[I]
5 seconds	= [P]
A: We drive the car	[DT]
C: (pours water into cup)	[NVB]
A: (pours water into cup)	[I]
A: Good for you!	[UP]
C: (pours water into cup)	[NVB]
A: (pours water into cup)	[I]
A: You missed stupid	[AVN]
C: (pours water into cup)	[NVB]
A: (pours water into cup)	[I]
+ [#12]	
A: Come on	[IC]

D. Corrective Feedback [COR]

Code (COR) when the adult makes a response that corrects a preceding child utterance by changing the content of the child's utterance. Corrective Feedback simply corrects the child's response. It does not require a further response from the child. Corrective Feedback is based on the preceding child comment only.

C: The cup is empty.	[CMi]
A: Almost empty	[COR]
C: Green ball	[CMi]
A: That's a blue ball	[COR]
C: Square	[CMr]
A: No, that's a circle	[COR]

- A Corrective response may also correct what the child just did

A: Where does that piece go?	[TQ]
C: (puts it in upside down)	[CBR]
A: The other way.	[COR]

E. Reflective Statement [RF]

A reflective statement by the adult is a declarative phrase or statement that reflects the **emotional** intention of the immediately preceding child verbalization. The reflection may paraphrase or elaborate the emotion/feeling behind of the child's verbalization. A reflective statement must contain a "feeling" word such as angry, happy, like, dislike, sad, hurt, etc.

C: [Kicks over blocks] I hate you!	[CVNi] [CPN]
A: You're angry that we have to put away the blocks.	[RF]
C: I don't wanna switch toys (whining)	[CVNi]
A: You're sad that this fun game is over.	[RF]

F. Repeat [RE]

When the adult responds to the child's utterance by repeating any part of what the child said.

C: I ride bike [CMi]
A: I ride bike [RE]
OR
A: I ride [RE]

- It is also a repeat it the adult changes a non-personal pronoun used by the child (substituting personal pronouns creates a LEX or MEX).

C: I want that [Ri]
A: You want this [RE]

- If the adult adds the word too or also, code as RE:

C: I ride bike [CMi]
A: I ride, too [RE]

- An utterance is not a repeat if the parent changes the personal pronoun or verb tense, then it is an expansion.

C: I ride bike [CMi]
A: You ride bike [LEX]

C: I ride my bike. [CMi]
A: I rode my bike. [LEX]

G. Linguistic Expansions [LEX]

The adult responds to the child's utterance by: (a) changing word order to correct the syntax of the utterance (b) adding words that correct the grammar of the utterance, (c) adding a prefix or suffix, (d) adding an absent helping verb or pronoun, to the child's utterances, (e) replacing one word with a different word that means the same or almost the same thing (e.g. jumps - hops; runs - jogs, etc.), (f) changing the pronoun of the sentence (e.g. I - you, us - we, etc.), (g) replacing a pronoun with a more specific label (e.g it- ball; them - the cars, etc.) The adult's response includes the same noun &/or verb as the child's utterance where appropriate (although the tense might be changed.)

- Examples of added phrases that make LEX's: Adding the words "looks like" or "wants" to the child's utterance; Changing the demonstrative from "this" to "that," "these" to "those," etc; Adding a missing preposition; Changing from "give me" to "you want," "I have" to "you found," "I see" to "you are looking at" or "you watch"; Adding a helping verb or auxiliary word (wanna, gonna).
- **The child's meaning is not changed in any way in a LEX**. The adult is expanding the utterance to improve the grammar or syntax but does not change the basic meaning of the child's utterance.

C: he runned [CMi]
A: yes, he ran [LEX]

C: there balls [CMi]
A: there are the balls [LEX]

C: I walk [CMi]
A: I am walking [LEX]

C: Hit it [CMi]
A: You smack the ball [LEX]

C: I'm gonna put this over there [CMi]
A: You're gonna put the shoes in the purse [LEX]

C: I don't have a car [CMi]
A: I don't have a car either [LEX]

C: Ernie's funny. [CMi]
A: Ernie's so funny. [LEX]

C: I want that [Ri]
A: You want the ball [LEX]

C: Give me the ball [Ri]
A: You want the ball [LEX]

H. Meaning Expansion [MEX]

The adults responds to the child's utterance by adding a new idea. The adult might repeat the child's utterance and then add another phrase, or the adult might use the same sentence structure as the child's previous utterance, but the adult adds different and related adjectives, adverbs, pronouns, nouns, &/or verbs. Cues to MEX can be "and", "but", "so", "or". The adult takes the child's meaning and extends the idea.

C: I want that [Ri]
A: You want the blue ball [MEX]

C: I like walk [CMi]
A: I like walking but not in the dark [MEX]
OR
A: I like walking and looking at trees [MEX]

C: me drive car [CMi]
A: I drive a car to the airport [MEX]

C: they will not see you [CMi]
A: oh, they will not see me and they will see the puppet [MEX]

C: I play fireman [CMi]
A: Yeah, you can drive in the fire engine [MEX]

C: It is ham. [CMi]
A: I don't want no ham. [MEX]

C: I pull the rope [CMi]
A: You have to pull the rope so the hose is long enough [MEX]

C: Billy jump down [CMi]
A: Billy fell down off the chair [MEX]

C: OK [CMi]
A: OK, I'm ready [MEX]

C: Boy x [CMi]
A: Boy drives the car [MEX]

C: Give me the ball [Ri]
A: You want the big ball [MEX]

C: I want two [Ri]
A: you want two book(s) [MEX]

Some other considerations when coding expansions:

- Expansions do not have to be in standard English.
  C: I big. [CMi]
  A: I'm so bigger [LEX]
- When the child says something and the adult repeats it and then immediately expands, it is 1 expansion.
  C: Ball [CMi]
  A: Ball, red ball [LEX]

- Do not code as Expansion when the adult adds only an article or a word from the Other category. In these cases, code as a Repeat.

  C: blue ball bounce [CMi]
  A: the blue ball bounce [RE]
  C: all done [CMi]
  A: OK, all done [RE]

- Do not code as Expansion when the adult answers a one word question from the child, such as "who" "what" "when" "where" or "how"

  C: Who? [Qi]
  A: The little girl went down the slide [DT]

- When coding, LEX & MEX take precedence over all other codes except Verbal Negative (AVN), Test Question (TQ), Real Question (RQ), and Y/N Questions (YQ), & Corrections (COR).

  For example, if an adult utterance could be coded as an expansion, reflective statement, or descriptive talk, code the expansion:

  C: I mad Mommy [CMi]
  A: You are mad because I took your toy away [MEX]

  If an adult utterance could be coded as an expansion or a verbal negative, code Verbal Negative

  C: I mad Mommy [CMi]
  A: You are mad because you're a very bad girl [AVN]

  If an adult utterance could be coded as an expansion or a praise (labeled or unlabeled) double code the praise in squiggly brackets { } before expansion code in square brackets [ ].

  C: toys away [CMi]
  A: thank you for putting the toys away in the box {LP} [MEX]

  C: yay I did it! [CMi]
  A: yay you did it! {UP} [LEX]

  The number of praises in { } should be tallied by hand at the end of the session because they will not be tallied automatically by the computer, as are other codes.

- Use the Delaney's Mapping Rule if you are having trouble distinguishing between LEX and MEX.

  C: My blue car [CMi]
  A: That is your blue car [LEX]
  DELANY'S MAPPING RULE: My=That is your blue=blue car=car
  C: Take this off Momma [Ri]
  A: OK, I'll take her gown off [LEX]
  DELANEY'S MAPPING RULE: Take=I'll take this=her gown off=off

  C: Take this off Momma [Ri]
  A: OK, I'll take her gown off for you [MEX]
  DELANEY'S MAPPING RULE: Take=I'll take this=her gown off=off ? = for you
  C: This makes them grow [CMi]
  A: Water makes the flowers grow taller [MEX]
  DELANEY'S MAPPING RULE: This=Water them=the flowers grow=grow ?=taller
  C: I have car [CMi]
  A: You have a blue car [MEX]
  DELANEY'S MAPPING RULE: I = You have=have car = a car ?=blue

- An adult can expand on a child behavioral response (CBR) or Nonverbal Request (NVR):

  A: Are you hungry? [YQ]
  C: (nods) [CBR]
  A: yes you are. [LEX]

  C: *(points to the door)* [NVR]
  A: You want to leave [LEX]

  A: Tell me which toy you want. [M]
  C: *(points to doll)* [CBR]
  A: You want the doll [LEX]

I. Physical Follow-Through [PFT]

Code PFT when the adult physically follows-through on a command. Only code as PFT when the parent does not match the PFT with a spoken response. Using an PFT is an acceptable way to complete a behavior episode.

A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: (takes block from child and puts in the box)	[PFT]
A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: (takes block from child and puts in the box)	[PFT]

J. Verbal Follow-Through [VFT]

Code VFT when the adult verbally follows-through on a command by prompting or stating a consequence. The follow-through must be paired with a physical follow-through or provide the child with additional information. If VFT is accompanied by a PFT, code only the VFT. Using an VFT is an acceptable way to complete a behavior episode.

A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: Put the blocks in the box or you will not play ball	[VFT]
A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: I will help you put the blocks in the box	[VFT]
A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: Put the blocks in the box or we will not play house	[VFT]
A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: Put the blocks in the box	[DC]
C: no	[CVNR] [NC]
A: Put the blocks in the box now	[DC]

Adult Praise

Praise is a verbalization expressing a favorable judgment of an attribute, product, or behavior of the child. If a praise statement could be coded as a praise statement or something else, the praise code takes precedence, except over LEX or MEX.

A. Physical Praise [PP]

A physical praise is any intentional positive touch of the child. Physical praise may be coded alone or double coded with a verbal behavior.

put arm around child
put hand on child's leg
has teddy bear kiss child
hugs/kisses child
holds child on lap
pets the child's arm
ruffles hair
gently touches child's face after child has complied to command

B. Unlabeled Praise/Acknowledgment [UP]

An unlabeled praise provides a positive evaluation of the child, an attribute of the child, or a nonspecific activity, behavior, or product of the child. Unlabeled praise does not necessarily reinforce behavior, but it may enhance a child's self esteem.

great	*nice job*
you're doing so well.	*that's right*
perfect	*first-rate*
much better	*great*
I like that	*I love you*
you're a pretty smart kid	*you are so handsome/pretty*
what an angel	*all right*
yes!	*you're so thoughtful*
you make me so happy	*you did a great job*
you are creative	*you are smart*

- The "others" contained in this list are coded as UP when used at the end of a behavioral episode: OK, yeah, yay, there you go, here you go.
- When Unlabeled Praise is attached to a command, code the command:

C: (picks up blocks)	[C]
A: good, now put them in the box	[DC]

C. Labeled Praise [LP]

Provides a positive evaluation of a specific behavior, activity, or product of the child. Labeled praise is intended to teach the child specifically what he or she can do to receive further adult approval.

you did a great job of building the tower
thanks for cleaning up
you made a pretty picture
your drawing is really cool
thank you for sharing your crayons
you're a good builder
that was a smart idea
you are a creative chef

Adult Negatives

A. Physical Negative [APN]

A physical negative is any physical touch that is intended to be antagonistic, aversive, hurtful, or restrictive of the child's activity (i.e. restraining the child in a chair). A physical negative may be double coded with another adult behavior.

knocks child's hands making toy crash to the floor
shakes child /hits child
touches child tauntingly after child says "leave me alone"
pushes child
spanks child
drags child by arm from underneath table

B. Verbal Negative [AVN]

A verbal negative is a verbal expression of disapproval of the child or the child's attributes, activities, products, or choices. In includes yelling, sarcastic, rude, or impudent speech.

you're stupid
you put that in the wrong place
if you don't stop, I'll smack you
you did a bad job

- When the adult uses the word "No" alone as a prohibition it is considered a verbal negative. If it is part of a longer statement, code "No" as part of the longer statement. If "no" is the answer to a child question or request it is not a verbal negative (unless the adult response was screamed or yelled).

Miscellaneous Adult Codes

A. Not Following the Child's Lead [FL]

FL means the adult attempted to recruit the child's attention or talk about or ask a question on a topic to which the child was not attending or on a topic unrelated to the child's play. [FL] Should be typed into transcript as with any other code. Any Adult code is **double coded** as an FL, but FL must be the FIRST code to go on the line so that the adult utterance is summarized as unresponsive.

C: I'm driving my car.	[CMi]
A: Last week I had the flu.	[FL] [DT]
C: I have the ball.	[CMi]
A: I love these farm animals.	[FL] [DT]

- FL may also be coded when the adult begins a conversation with the trainer that is not related to the play activity. When an adult conversation with a trainer is coded as an FL, the adult utterances should be coded in SALT in parentheses so that the words are not counted in the MLU or diversity count.

C: I like this game.	[CMi]
A: (I fixed macaroni and cheese last night)	[FL] [DT]

- FL cannot be coded during transitions, unless the parent talks to the trainer about something unrelated to the transition.

B. No Time to Respond [ANT]

No Time to Respond is coded after a command or question by the adult. Code No Time when, following the question/command, less than 5 seconds elapse before another question/command or other adult response occurs. Essentially, the adult does not allow enough time for the child to respond.

A: Tell me how many bears you have	[M] [ANT]
A: I like the way you are playing with me today.	[LP]
A: What color is that?	[TQ] [ANT]
A: Red	[DT]
A: Put the blocks in the box	[DC] [ANT]
A: I said put the blocks in the box	[DC]

C. Parent Appropriate No Response [PANR]

Code PANR if a child directs a comment, question, or request to someone other than the Adult with whom he or she is playing and adult does not respond because of an interruption to the session by the trainer. PANR is not counted as an adult turn on the summary sheet. It is coded on separate line in SALT as: ; [PANR] and is typed before the trainer interruption.

C: (to trainer) Miss Beth, why did you bring these?	[Qi]
; [panr].	
(trainer answers child's question)	+ [TN]

- If a parent responds to the child utterance after the trainer interruption, PANR is not coded.

C: I love this game!	
(trainer tells parent to respond)	+ [TT]
A: I love this game too!	

D. Unintelligible [AX]

Code "AX" when the adult verbalizes but none of his/her utterance can be heard or understood. Coders should listen to utterances 3 times before determining that it is an X. If a portion of the utterance is understood, code based on the words that are clear.

A: x	[AX]
A: I have an X	[DT]

CHILD CODES

Identifying Language as Self Initiated, Prompted, or Imitated

The following "ending codes" are used at the end of the appropriate child codes for each intelligible or partially intelligible child communicative utterance [CM, R, Q, CVN] to identify the child utterance as self initiated, prompted, or imitated language.

A. Child Initiated Utterance (-i)

These are non-prompted and non-imitated utterances.

A: There's the hammer	[DT]
C: I hit ball	[CMi]
A: I see the basket.	[DT]
C: I want it.	[Ri]
A: You are doing a good job putting the toy away.	[LP]
C: What are we doing next	[Qi]
A: Yeah.	[O]
C: No!	[CVNi]

- A child utterance following an adult Pause is initiated.

A: Blue ball	[DT]
5 seconds	= [P]
C: blue ball	[CMi]

- If child repeats parent utterance but changes pronoun, consider a CMi.

A: You hit the ball	[DT]
C: I hit the ball	[CMi]
A: Ball	[DT]
C: A ball	[CMi]

B. Child Response to Prompt (-r)

This is used for any child utterance following an adult prompt (i.e., Model, Mand, Yes/No Question, Test Question, Real Question, Clarification Seeking Statement, Direct Command, Indirect Command)

A: Tell me what you want.	[M]
C: I want the blue car	[Rr]
A: Are you ready to play?	[YQ]
C: Yes	[CMr]
C: (Unintelligible)	[CX]
A: What did you say?	[REC]
C: Ball roll	[CMr]
A: Put the toys in the basket.	[DC]
C: No!	[CVNr]

- CMr takes precedence over CMs:

A: Give me the pizza cutter	[DC]
C: Pizza cutter.	[CMr]
A: Do you like this game?	[YQ]
C: Like this game.	[CMr]

C. Child Spontaneous Imitation (-s)

The child imitates all or part of the preceding adult utterance but does not add anything to it. If child only adds word from adult "other" list, consider a CMs. If the child adds an article (a, the, an, etc.), it is not considered a spontaneous imitation

A: Green ball	[DT]
C: Green	[CMs]
OR	
C: Green ball	[CMs]
OR	
C: oh, green ball	[CMs]

- If a child imitates adult utterance and adds to it, code as an initiation.

A: Green ball	[DT]
C: I hit green ball	[CMi]
OR	
C: I hit ball	[CMi]

Child Verbal Behavior

A. Comment [CM]

A complete or partially intelligible communicative statement produced by the child. Comments may be topic related or non-topic related statements. Comments do not include verbal requests for materials, assistance, or attention as defined for Verbal Request (see below) or questions containing question words (see below).

- When the child repeats the same word in succession code as 1 CM if the child is referring to the same object or action (e.g., Child pops a bubble and says "pop, pop, pop" or holds up one car and says, "car, car, car"). However, if the child uses the same word to describe different objects or actions, code as separate comments (e.g. "pop, pop, pop" and pops three bubbles or points to three different cars and says "car, car, car").

B. Question [Q]

A child initiation that asks a question word [who, what, where, why, how, can, may, etc.) The utterance must be stated in a question form to be coded as a Q instead of a CM.

C: What is this?	[Qi]
C: Where it the hammer?	[Qi]
C: This a saw?	[CMi]

C. Verbal Request [R]

A communicative utterance produced by the child that has the intention of getting the adult to provide assistance, materials, or attention, or to stop engaging in some behavior. Verbal Request is not coded when the child seeks a verbal response by the adult (it would be coded as a Question instead). The Verbal Request may be accompanied by nonverbal requesting behavior (e.g., reaching for an object). When the Verbal Request occurs in the middle of a behavioral episode, it may be double-coded with another child behavior.

- When successive requests for the same thing occur with No Time between them, code as one request.

C: I want (I want) the blocks	[Ri]

- When the child says his or her parent's name in isolation - code as a request:

C: Hey Mommy!	[Ri]
C: Dad	[Ri]

- "See" is only coded as a request when it is accompanied by a nonverbal request. If it is not, code as a CM.
- If the child is requesting materials and gets them for himself, code it as a CM.

C: I want red (as he gets the playdoh from the box).	[CMi]

- A request for information is a Question while a request for help, objects, etc. is a Request (Ri)

C: What did you make?	[Qi]
C: Why not put it there (pointing to spot)	[Ri]

Child Negatives

A. Verbal Negative [CVN]

A verbal negative is an overt verbal expression of disapproval of the parent or parent's actions, activities, products, or choices. It includes yelling, screaming , shouting, whining, or crying. A child verbal negative must be coded as: initiated (i); spontaneously imitated (s), or responsive (r).

you're stupid	*you stink*
I hate you	*I'm gonna hit you*
stop that	*you're mean*

- When the child uses the word "No" alone when not in answer to a parent question it is considered a verbal negative. If it is part of a longer statement, code "No" as part of the longer statement.

C: No. [CVNi]

A: Are you ready? [YQ]
C: No [CMr]

C: No, I want the blue ball [Ri]

- According to our code, certain adult utterances that function as questions during parent-child interactions are not coded as such because they contain no "question words." When the child answers "no" to an adult statement that is functioning as a question in that given situation, do not code as [CVNi] unless "no" was yelled, screamed, or shouted.

A: You ready? [DT]
C: No [CMi]

A: You making a flower? [DT]
C: No [CMi]

- A child CVN takes precedence over any other verbal code (i.e. R, CM, Q).

C: I want that [screaming so loud the camera shakes] [CVNi]

C: Why are you so stupid? [CVNi]

- If the child has an unintelligible verbal negative, code CVNx

B. Physical Negative [CPN]

A physical negative is any physical action that is intended to be aversive, hurtful, or restrictive of the adult's activity. It may be coded alone or with a verbal behavior.

hits	*destructive behavior*
kicks	*hits parent with toy*
pushes adult	*throws toy*
kicks toys	*grabs toy forcefully*

Child Responses to Adult Commands

After a Adult issues a command, the child has five seconds to respond. If the adult displays another codeable behavior, place an [ANT] after the command. If the adult waits 5 seconds, compliance or noncompliance must be coded. If a verbalization occurs along with the behavior, double code the compliance with the appropriate verbalization code. Any Verbal Response to a parent command should be coded with a "r" [i.e. CMr; Rr; etc.]

A. Compliance [C]

Compliance is coded when the child obeys the command within the 5 second interval or begins to obey the command by the 5 second interval. Total compliance is not necessary for the child behavior to be coded as C.

A: Put the blocks in the box	[DC]
C: OK Mom (begins to clean up)	[CMr] [C]

B. Noncompliance [NC]

Noncompliance is coded when the child does not obey or attempt to obey the command within 5 seconds or when the child performs a behavior that is incompatible with the command.

A: It's time to put the toys away.	[DC]
C: I like to play with the cars.	[CMr] [NC]

- A child C/NC can only be coded immediately after an adult command. If the adult speaks and then the child complies, the behavior is not coded with C/NC

A: Put the blocks down	[DC] [ANT]
A: Do you like chicken?	[YQ]
C: yes (child drops blocks)	[CMr]

- When the adult gives more than one command in one utterance, the child is in compliance if he/she complies to **ANY** part of the command.

A: Stop, Come over here and pick up the blocks	[IC] [IC] [DC]
C: (child picks up blocks)	[C]

Child Nonverbal Behaviors

A. Behavioral Response [CBR]

Code as CBR when the child responds to an adult question or prompt by shaking or nodding his/her head, raising his/her hand, or pointing to indicate a choice.

A: Do you want the blue ball	[YQ]
C: (shakes head no)	[CBR]
A: Which one to you want?	[RQ]
C: (points)	[CBR]

- CBR takes precedence over P or ANT following an adult prompt.
- When a child responds with an CBR and then immediately gives a verbal response, code only the verbal response.

A: May I help you?	[YQ]
C: (nods) I want help.	[Rr]

B. Nonverbal Request [NVR]

A nonverbal request (NVR) or nonverbal request accompanied by an unintelligible vocalization that has the intention of getting the adult to provide assistance, materials, or attention, or to stop engaging in some behavior. The nonverbal request may involve the child pointing at something that is controlled by the adult or out of the child's reach.

C: (Points to object out of reach)	[NVR]
A: You want the playdoh.	[LEX]

- An NVR must be **OVERT.** NVR is NOT coded when the child simply takes an item from the adult's hand.
- An NVR that is accompanied by a unintelligible vocalization is coded NVRx.

C: x (Points while grunting)	[NVRx]
A: You need the blue block.	[LEX]

C. Nonverbal Behavior [NVB]

Code NVB for any nonverbal child behavior that is responded to by an adult Non Verbal Imitation (I) of the behavior. NVB must be followed by I in order to be coded.

Miscellaneous Child Codes

A. Child No Time to Respond [CNT]

No Time to Respond is coded when, following a question, or request by child, less than 5 seconds elapse before another child behavior occurs. Essentially, the child does not allow time for the adult to respond.

C: I want the ball.	[Ri] [CNT]
C: Give it to me.	[Ri]
C: What are you doing?	[Qi] [CNT]
C: I like this game.	[CMi]

B. Child Appropriate No Response [CANR]

When the parent gives a command to which the child is already complying, the child gets an CANR if more than 5 seconds elapsed after the command. If less than 5 seconds elapses after an inappropriate parent command, code No Time [ANT] instead of CANR. CANR is not counted as a child turn on the summary sheet. Code CANR on a separate line in SALT as + [CANR].

A: Stop hitting me	[DC]
C: (child already sitting in time-out)	+ [CANR]
C: I made this. (looking at parent)	[CMi]
A: look	[IC]
C: (still looking at parent)	+ [CANR]

C. Unintelligible [CX]

Code "CX" when the child verbalizes but none of his/her utterance can be heard or understood. Coders should listen to utterances 3 times before determining that it is an X. If a portion of the utterance is understood, code based on the words that are clear.

- Sounds will be coded only when the adult responds in some way (e.g., Clarification Seeking (REC), repeat (RE), expansions (LEX or MEX) or describing what she thinks the child is referring to (DT).

MISCELLANEOUS SETTING CODES

A. Off Camera [OC]

The child or adult is out of view during a portion of the session and you cannot see the behavior. Code OC on a separate SALT line as + [OC].

A: Put the toys in the bucket.	[DC]
	+ [OC]
C: (from off camera) Ok!	[CMr]

B. Pause [P]

Code Pause (P) when there are no other codable behaviors for at least five seconds. If there is a gap of more than 5 seconds between codeable behaviors, code Pause only once. Pause may occur after any child or adult behavior. Each pause will be coded on an "=" line, below the most recent utterance preceding the pause. Use a stopwatch, second hand on a wristwatch or the clock on your computer (included in the accessories folder) in order to determine if 5 seconds passed for coding Pause. Five full seconds must pass before the next utterance in order for this behavior to be coded.

A: That is a green ball.	[DC]
(6 seconds)	= [P]
C: I want it.	[Ri]

- Do not code Pause (P) when there is no verbal communication because the child is following command, unless the compliance occurs quickly and has ended before the pause occurs. For example, it may take more than 5 seconds for a child to clean up an activity, so the parent may withhold praise until the child has complied in full to the command. Or, the child may comply in two seconds and the parent does not give feedback until 10 seconds later.

A: Put the Legos in the basket	[DC]
C: (picks up Legos for 2 minutes)	[C]
A: good job	[UP]
A: Go get that block.	[DC]
C: (retrieves block in 3 seconds)	[C]
(10 seconds elapse as child builds a tower)	= [P].

C. Transition/Endtransition [TRANSITION]/[ENDTRANSITION]

Transition is the time when the parent cues the child to switch from one play activity to another. Transitions begin as soon as the adult gives a verbal or physical signal. Transitions end when the child is engaged in the next activity.

(Trainer says it is time to switch)	+ [TT]
+ [transition].	
+ [#3].	
A: Put the blocks away.	[DC]
C: Ok	[CMr] [C]
A: Good job!	[UP]
+ [end].	
C: I love this game (child moves to new game)	[CMi]
+ [endtransition].	

D. Trainer Teaching [TT]

When the trainer gives the parent feedback that instructs them on how to respond, follow through or carry out the intervention in some way. The code is placed on a plus line in the SALT transcript, as are Off Camera and CANR codes.

Give him a praise to close out the episode
It's time to switch toys
Say, I'm watching
Take the toy away from him
He came when you asked so...

E. Trainer Praise [TP]

When the trainer praises the parent for something specific or for the progression of the session, in general. The code is placed on a plus line in the SALT transcript, as are Off Camera and CANR codes.

Good job.
Great expansion!
I like the way you followed through.
The session is going very well.

F. Trainer Neutral [TN]

When the trainer gives information as to how to operate a toy or activity. The code is placed on a plus line in the SALT transcript, as are Off Camera and CANR codes.

Press the grasshoppers down.
The tools go in the box.
That is used for playdoh.

CODING BEHAVIORAL EPISODES

Behavior episodes are used to monitor: (a) the number of parent instructions given, (b) how those instructions are related, (c) child compliance or noncompliance to instructions, and (d) adult responses to child compliance/noncompliance. Miscellaneous Codes are used to signal the beginning and ending of behavior episodes and whether or no they occur within signaled transitions. Behavior episodes are summarized first on the **"Behavior Checklist"** and then on the **Data Summary Sheet**.

1. Signal the beginning of a behavioral episode on a new, plus line in the SALT transcript. Episodes are numbered sequentially. Behavioral episodes always begin with an adult command (IC, DC, or NVC)

+ [#2]
A: Put the blocks down [DC]

- Commands that are the same will be grouped in the same episode:

+ [#2]
A: Put the blocks down [DC] [ANT]
A: Put them down [DC]
C: (child drops blocks) [C]

+ [#3]
A: Put the blocks away [DC] [ANT]
A: Put them away [DC] [ANT]
A: Come on [IC]
C: (still building) [NC]
A: Help Mommy put them away [DC]

- Commands that require different actions from the child are considered different episodes:

+ [#2]
A: Put the blocks down [DC] [ANT]
+ [end].
+ [#3]
A: Come over here [IC]
C: (child drops blocks) [NC]

- When determining how many instructions are included in a behavioral episode, it is important to remember, that commands usually proceed from more to less complex when included together:

Keep together:

+ [#1].
A: Come here and play [IC] [IC]
C: (child does not come) [NC]
A: Come here [IC]

+ [#2].
A: Stop throwing the toys [DC]
C: (throws a toy) [NC]
A: Stop [IC]

Separate:

+ [#1].
A: Come here [IC]
C: (child doesn't come) [NC]
+ [end].
+ [#2].
A: Come play with the toys [DC]

+ [#1].
A: Wait [IC]
C: (continues behavior) [NC]

+ [end].
+ [#2].
A: Stop throwing the toys [DC]

- **Saying the child's name is considered a request for attention if it is said at the beginning of an episode. If it is stated after a more explicit command, it is considered a repeat of that same command and is included in the same episode.**

+ [#1].
A: Vincent [IC]
C: (continues playing) [NC]
+ [end].
+ [#2].
A: Pick up the blocks [DC]
C: (continues playing) [NC]
A: Vincent [IC]
C: (picks up block) [C]

+ [#1].
A: Vincent [IC]
C: (continues playing) [NC]
+ [end].
+ [#2].
A: Pick up the blocks [DC]
C: (continues playing) [NC]
A: Vincent [IC]
C: (looks at parent) [C]

- **If the parent gives the same command repeatedly, but is asking for a repeated or new action by the child separate them:**

+ [#1].
A: Pick up the blocks [DC]
C: (picks up block) [C]
+ [end].
+ [#2].
A: Pick up the blocks [DC]
C: (continues playing) [NC]
A: Pick up the blocks [DC]

- **If the trainer interrupts a behavioral episode to coach the parents to give praise or to sent the child to time-out, code as one episode:**

+ [#1].
A: Pick up the blocks [DC]
C: (picks up block) [C]
(Trainer says, "Give her a specific praise") + [TT]
A: Thank you for picking up the blocks [LP]

- **If the trainer interrupts a behavioral episode to coach the parent to give any praise other than praise, begin a new episode and code**

+ [#1].
A: Put them up [DC]
C: (continues to play) [NC]
(Trainer says, "Give her a more specific command") + [TT]
+ [end].
+ [#2].
A: Put the blocks in the basket [DC]

- If less than 10 seconds have elapsed between the time that the parent gave the last command and the trainer's interruption, code a ;[PANR] if the parent does not follow the trainers instruction so that the episode is not coded as incorrect on the behavior checklist.

+ [1].	
A: Come here.	[IC]
C: (walks away)	[NC]
; [PANR]	
+ [end].	
(Trainer coaches parent to give a second command)	+ [TT]
A: What do you see over there?	[TQ]

- If more than 10 seconds have elapsed between the time that the parent gave the last command and the trainer's interruption, code and summarize episode before interruption normally.

+ [1].	
A: Come here.	[IC]
C: (walks away).	[NC]
(6 seconds)	= [P]
(Trainer coaches parent)	+ [TT]
+ [end].	

2. Signal the end of each episode by placing [end] on a blank, plus line immediately after the ending behavior. The end should be placed after first parent response to the child after the compliance or noncompliance.

- If the parent begins a **new, unconnected command** sequence that was not prompted by a child question or coded behavior, place the end symbol before the new sequence.

[#11].	
A: Pick up the blocks	[DC]
C: Are you nuts?	[Qr] [NC]
+ [end].	
+ [#12].	
A: Give me the hammer.	[DC]

- If there are **more than 2** commands given in the same episode do not end the episode until the command changes or stops.

+ [#9]	
A: Give me the red crayon please	[DC]
C: No, that's mine	[CMr] [NC]
A: Give me the crayon please	[DC]
C: No	[CVNr] [NC]
A: Jimmy!	[IC]
C: Here	[CMr] [C]
A: Thanks	[UP]
+ [end].	

- If there is a **pause** in the middle of the episodes **that signifies the end of an episode**, place the end code after the pause.

+ [#10].	
A Give me the red crayon please	[DC] [ANT]
A Come on	[IC]
C here	[CMr] [C]
= [p].	
+ [end].	

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- Sometimes, however, a pause does not signify the end of the episode, so just keep it going.

+ [#10].	
A: Give me the red crayon please	[DC] [ANT]
A: Come on	[IC]
C: Here	[CMr] [NC]
= [p].	
A: Give me the red crayon	[DC]
C: No	[CVNr] [NC]
A: You are making me very frustrated!	[AVN]
+ [end].	

- If there are several child turns that occur after the final command, place the end code after the first adult response or pause after the final child turn.

+ [#4].	
A: Put the toys in the basket	[DC]
C: Ok Mommy	[CMr] [C] [CNT]
C: what are we going to play with next	[Qi] [CNT]
C: I want to play with the cars	[Ri]
A: sure we can	[DT]
+ [end].	

+ [#4].	
A: Put the toys in the basket	[DC]
C: Ok Mommy	[CMr] [C] [CNT]
C: what are we going to play with next	[Qi] [CNT]
C: I want to play with the cars	[Ri]
= [p].	
+ [end].	

SUMMARIZING BEHAVIORAL EPISODES

[Use Behavior Episode Checklist in Appendix A]

1. Number each of the episodes in the top line of the checklist.

2. Write whether the episode begins with an IC, DC, or NVC in the next row.

3. Record whether the episode was in or out of transition. Behavioral episodes are considered "in transition" on the episode checklist from the time the parent gives the command to transition to the time the child is engaged with the new toy.

4. Record whether the episode was correct, incorrect or no opportunity to complete in the next row or the checklist. In a behavior episode, **correctness or incorrectness** of the episode will be based on the first adult turn after a child compliance or non-compliance.

   - In a **correct** episode, the parent will end the episode with a MEX, LEX, RE, RQ, DT, MO, M, LP, UP, PP, VFT or PFT after the child compliance or non-compliance. Sometimes the child may take more than one turn after a parent command. Correctness of the episode will be based on the first parent response to the child after the compliance or noncompliance. In a correct episode, the child should be given TWO chances to comply.

+ [#4].	
A: Pick up the blocks	[DC]
C: OK	[CMr] [C]
A: Oh thank you,	[UP]
+ [end]	

+ [#6].	
A: Come here	[IC]
C: (walks away)	[NC]
A: Come here	[IC]
C: (comes)	[C]
A: Thank you for coming when I asked	[LP]
+ [end]	

+ [#1].	
A: Put the toys in the basket	[DC]
C: Ok Mommy	[CMr] [C]
C: I want to play with the cars	[Ri]
A: Sure we can	[DT]
+ [end].	

+ [#3].	
A: Put the toys in the basket	[DC]
C: Ok Mommy	[CMr] [C]
C: What are we going to play with next	[Qi] [CNT]
C: I want to play with the cars	[Ri]
A: Thanks for putting the toys away	[LP]
+ [end].	

   - An **incorrect** behavior episode includes: a) a command stated more than twice; b) a parent verbal negative or physical negative; c) an unresponsive parent behavior or pause after a compliance; d) only one parent command when the child is not compliant; and/or e) an ANT after one or more commands.

+ [#1].	
A: Pick up the blocks	[DC] [ANT]
A: Come on	[IC]
C: Ok	[CMr] [C]
A: Oh thank you.	[UP]
+ [end]	

+ [#7].	
A: Come here	[IC]
C: (walks away)	[NC]
A: Come here	[IC]
C: (comes)	[C]
= [p].	
+ [end]	

+ [#2].	
A: Put the toys in the basket	[DC]
C: No Mommy	[CVNr] [NC]
C: I want to play with the cars	[Ri]
A: Finish cleaning up	[IC]
C: (Sits down at another toy)	[NC]
A: Put the toys away	[IC]
C (puts toys away)	[C]
A Ok	[UP]
+ [end].	

+ [#9].	
A: Come on	[IC]
C: (does not come)	[NC]
A: You are so lazy	[AVN]
A: Come on.	[IC]
C: (comes)	[C]
A: Thanks	[UP]
+ [end].	

- A **no opportunity to complete** episode includes a PANR or AX at the end of the episode such that the episode cannot be determined to be correct or incorrect. Check the "No opportunity to Complete" box if this applies to an episode a "0" in the correct/incorrect box.

+ [#4].	
A: Put the blocks away	[DC]
C: Ok.	[CMr] [C]
A: (Unintelligible)	[AX]
+ [end].	

+ [#6].	
A: Stop hitting me!	[DC]
C: no	[CVNr] [NC]
(trainer tells parent to do something differently)	+ [TT]
; [PANR].	
+ [end].	

BUT THIS IS INCORRECT:

+ [#3].	
A: Put the blocks away	[DC] [ANT]
A: Come on.	[IC]
C: Ok.	[CMr] [C]
(trainer interrupts)	+ [TT]
; [PANR].	
+ [end]	

5. Record the total number of compliances and no compliances that occurred within the episode in next row of the checklist and record which of the listed feedback occurred within the episode in the final row of the checklist.

6. Finally, check the appropriate rows as to what, if any, errors occurred during the episode.

MISCELLANEAOUS CODING/TRANSCRIPTION RULES

1. Begin coding in the first full minute of videotape unless otherwise instructed by Trainer. The change in time should be noted in the first column on a line beginning with a "-". Each minute should be marked so the tapes can be referred to if necessary. Example: - 9:42

2. When the child and the adult are talking simultaneously, it is important to determine who began talking first. If it is absolutely impossible to determine who spoke first, code the child's utterance and then the adu!t. If the adult and child are both talking, the interpretation of the child's utterance takes precedence

3. The sentence rule is that if it's a complete sentence then it is <u>one</u> DT. Even if said in one breath, sentences must be separated unless they contain a conjunction. Words that function as conjunctions are "and," "but," "or," "nor," "since," "because," "so," "therefore," "however," etc. For example, you are a good boy yes you are" would be coded as:

A: you are a good boy	[UP]
A: yes you are	[DT]

4. If a parent repeats their own utterance exactly with no pause in between, code as one utterance <u>unless</u> the repeated utterance is a complete sentence:

C: I have it	[Ri]
A: You have (you have) a car.	[LEX]
C: I have a red car	[Ri]
A: I have a red car	[RE]
A: I have a red car	[DT]

5. Sample data summary sheet is included in Appendix B.

Appendix A: CHECKLIST FOR SCORING BEHAVIOR EPISODES AS CORRECT OR INCORRECT

Family: Coder: Session: Date:

IC/DC/NVC																					
in transition/out of transition																					
correct (+)/incorrect (-)/ do not count (O)																					
# Compliance																					
# Noncompliance																					
PP/UP/LP/VFT/PFT/MEX LEX/RE/DT/RQ/M/MO																					
No Opportunity to Complete																					
VIOLATION																					
Command stated more than two times without follow through																					
Command was only stated once [when no compliance]																					
No Time Occurred																					
Child Compliance was not followed appropriate response																					
Child CANR																					
Episode Included Parent Negative																					
No follow-through																					
Other																					

KIDTALK DATA SUMMARY

Family: **Date:** **Session:** **Coder:**

Behavior Procedures

[* if a behavioral episode begins with a verbal and nonverbal command, the verbal command takes precedence]

Indirect Commands:
a. total indirect commands used:
b. frequency IC begins behavior episode :
c. frequency correct episodes:
d. frequency no opportunity to complete:
e. percent correct episodes (c/b-d):

Direct Commands:
a. total direct commands used:
b. frequency DC begins behavior episode:
c. frequency correct episodes:
d. frequency no opportunity to complete:
e. percent correct episodes (c/b-d):

Time Out:
a. total time-out commands used:
b. frequency TO used in episode:
c. frequency correct episodes:
d. frequency no opportunity to complete:
e. percent correct episodes (c/b-d):

Non-Verbal Commands:
a. total nonverbal commands used:
b. frequency NVC begins behavior episode:
c. frequency correct episodes:
d. frequency no opportunity to complete:
e. percent correct episodes (c/b-d):

Total Command Episodes
a. total commands used:
b. total behavior episodes:
c. frequency correct episodes:
d. frequency no opportunity to complete:
e. percent correct episodes (c/b-d):

IN/OUT of Transition
a. Total behavior episodes [include No Opportunities]:
b. Total episodes outside of transition:

Parental Praise:
a. Frequency Labeled Praise:
b. frequency behavior episodes which include Labeled Praise:
c. percent behavior episodes which include LP (b/all behavior episodes):
d. frequency unlabeled praise:
e. frequency behavior episodes which include Unlabeled Praise:
f. percent behavior episodes which include UP (e/all behavior episodes):
g. frequency physical praise:
h. frequency behavior episodes which include Physical Praise:
i. percent behavior episodes which include PP (h/all behavior episodes):
j. frequency of behavior episodes which include UP, LP, or PP (b+e+h):
k. percent episodes which include LP, UP, or PP (j/all behavior episodes):

l. frequency RE:
m. frequency of episodes which include RE:
n. frequency LEX:
o. frequency of episodes which include LEX:
p. frequency MEX:
q. frequency of episodes which include MEX:
r. frequency behavior episodes which include RE, LEX, or MEX:
s. percent behavior episodes which include RE, LEX, or MEX (r/all behavior episodes):
t. frequency VFT:
u. frequency of episodes which include VFT:
v. percent of episodes which include VFT: (u/all behavior episodes):
w. frequency PFT:
x. frequency of episodes which include PFT:
y. percent of episodes which include PFT: (x/all behavior episodes):
z. percent episodes which include advanced reinforcement of some kind (UP, LP, RE, LEX, MEX, VFT, PFT):

Child Compliance:

a. frequency compliance to direct commands:
b. frequency noncompliance to direct commands:
c. percent compliance to direct commands (a/a+b):
d. frequency compliance to indirect commands:
e. frequency noncompliance to indirect commands:
f. percent compliance to indirect commands (d/d+e):
g. frequency compliance to nonverbal commands:
h. frequency noncompliance to NVC:
i. percent compliance to NVC: (g/g+h):
j. Total frequency compliance to commands:
k. Total Frequency noncompliance to commands:
l. Percent Compliance to commands (j/j+k):

Adult Procedures

A. Responsive Feedback to Child Verbal Behaviors and Requests

CM-LEX	Q-LEX	CX-LEX	CPN/CVN -LEX
CM-MEX	Q-MEX	CX-MEX	CPN/CVN -MEX
CM-DT	Q-DT	CX-DT	CPN/CVN -DT
CM-RE	Q-RE	CX-RE	CPN/CVN -RE
CM-COR	Q-COR	CX-COR	CPN/CVN -COR
CM-AX	Q-AX	CX-AX	CPN/CVN -AX
CM-MO	Q-MO	CX-MO	CPN/CVN -MO
CM-RQ	Q-RQ	CX-RQ	CPN/CVN -RQ
CM-O	Q-O	CX-O	CPN/CVN -O
CM-RF	Q-RF	CX-RF	CPN/AVN -RF
CM-UP	Q-UP	CX-UP	CPN/CVN -UP
CM-LP	Q-LP	CX-LP	CPN/CVN -LP
CM-PP	Q-PP	CX-PP	CPN/CVN -PP
CM-REC	Q-REC	CX-REC	CPN/CVN -REC
CM-M	Q-M	CX-M	CPN/CVN -M
CM-VFT	Q- VFT	CX- VFT	CPN/CVN -VFT
CM-PFT	Q- PFT	CX- PFT	CPN/CVN- PFT
CM-ABR	Q-ABR	CX-ABR	CPN/CVN-ABR
CM-REC	Q-REC	CX-REC	CPN/CVN-REC

R-MEX	R-LEX	NVR-MEX	NVR-LEX	CBR-LEX	CBR-LEX	C -MEX/LEX
R-DT		NVR-DT		CBR-DT		C-DT
R-RE		NVR-AX		CBR-ABR		C-ABR
R-COR		NVR-MO		CBR-AX		C-AX
R-AX		NVR-RQ		CBR-MO		C-MO
R-MO		NVR-O		CBR-RQ		C-RQ
R-RQ		NVR-RF		CBR-O		C-O
R-O		NVR-UP		CBR-RF		C-RF
R-RF		NVR-LP		CBR-UP		C-UP
R-UP		NVR-PP		CBR-LP		C-LP
R-LP		NVR-REC		CBR-PP		C-PP
R-PP		NVR -VFT		CBR-REC		C-REC
R-REC		NVR- PFT		CBR-M		C-M
R-ABR		NVR-ABR		CBR-I		C-I
R- VFT		NVR-M		NC -LP		NC -O
R- PFT		NVB-I	NVB-VM	NC -PP		NC - VFT
R-M		NC-LEX/MEX		NC -MO		NC - PFT
NC -DT		NC -UP		NC - M		NC -COR
		NC-AX		NC -RQ		NC -RF

Total Frequency: **Total Frequency WITHOUT Others:**

Total Frequency Advanced Responsiveness (LEX, MEX, UP, LP, VFT, & COR):

B. Other Types of feedback

CM-P	Q-P	CX-P	CPN/CVN-P
CM-AVN	Q-AVN	CX-AVN	CPN/CVN -AVN
CM-APN	Q-APN	CX-APN	CPN/CVN -APN
CM-TQ	Q-TQ	CX-TQ	CPN/CVN -TQ
CM-YQ	Q-YQ	CX-YQ	CPN/CVN -YQ
CM-IC	Q-IC	CX-IC	CPN/CVN -IC
CM-DC	Q-DC	CX-DC	CPN/CVN -DC
CM-FL	Q-FL	CX-FL	CPN/CVN -FL

R-P	NVR-P	CBR-P	
R-AVN	NVR-AVN	CBR-AVN	
R-APN	NVR-APN	CBR-APN	
R-TQ	NVR-TQ	CBR-TQ	
R-YQ	NVR-YQ	CBR-YQ	
R-IC	NVR-IC	CBR-IC	
R-DC	NVR-DC	CBR-DC	
R-FL	NVR-FL	CBR-FL	
NC -P	NC -IC	C -P	
NC -AVN	NC -DC	C -AVN	
NC -APN	NC -FL	C -APN	
NC -TQ	C -IC	C -TQ	
NC -YQ	C -DC	C -YQ	C-FL

Total Frequency: **Total Frequency WITH Others:**

C. Appropriate non-uses of feedback:

CM-PANR	Q-PANR	R-PANR	NVR-PANR	NVX-PANR	CX-PANR
C/NC- PANR	C/NC- CNT	Q- CNT	R-CNT	NVR-CNT	

D. Percent Responsive Feedback [A/A+B]:

Percent Responsive Feedback with Others Counted as Nonresponsive:

Percent Advanced Responsive Feedback (LEX, MEX, UP, LP, VFT, & COR/A+ B):

E. Following the lead:

1. Frequency of adult behaviors that Do Not follow the child's lead:
2. Percent of behaviors that follow the child's lead (1/all adult turns):

F. Pause Errors

1. 3 or more consecutive adult behaviors that are not separated by a child utterance, P, or PANR:
2. An adult behavior followed by a ANT:

Total Frequency (1+2):

G. Turn Taking:

1. Frequency Adult Turns (do not count P or PANR):
2. Frequency Child Turns (do not include CNT or CANR):

H. Expansions:

1. Frequency of all LEX:
2. Frequency of all MEX:
3. Total Frequency:
4. Total number of opportunities to expand:
   [count all child CM. When two or more child behaviors occur in succession, look only at the last behavior as an opportunity to expand. Exclude CM followed by PANR, REC, COR, or Transition. Only count child request [R] followed by an LEX or MEX as an opportunity to expand.]
5. % of expandable utterances that were expanded: [3/4]:

I. Adult Negatives:

a. frequency adult verbal negatives
b. frequency adult physical negatives:
c. Total frequency adult negatives:

Child Behaviors

A. Child Verbal Communication:

a. Total communicative utterances (include all intelligible and partially intelligible utterances):
b. Total child verbal requests (R):
c. Total child nonverbal requests (NVR)
d. Total communicative utterances without Verbal Requests (a-b)
e. Total Spontaneous communicative utterances:
f. Percent spontaneous utterances (e/a):

B. Child Negative:

a. frequency child verbal negatives
b. frequency child physical negatives:
c. Total frequency child negatives:

D. Child MLU:

a. MLU in words:
b. MLU in morphemes:

Adult MLU:

a. MLU in words
b. MLU in morphemes:

(Take MLU from ANALYSIS SET Word & Morpheme Summary)

E. Diversity

a. Child Diversity:
b. Adult Diversity:

F. Type Token Ratio

a. Child TTR:
b. Adult TTR:

(Take Diversity and TTR from Total Utterance Word & Morpheme summary)

G. Total Child Compliance

a. Frequency Child Compliance:
b. Total Parent Commands:
c. Percent Child Compliance to **Total** Adult Commands (a/b):

H. Total Child Noncompliance:

a. Frequency Child Noncompliance:
b. Total Parent Commands:
c. Percent Child Noncompliance to **Total** Adult Commands (a/b):

I. Child Noncompliance and No Response to Commands:

a. Frequency Child Noncompliance & No Response (subtract frequency child compliance from Total Parent Commands):
b. Total Parent Commands:
c. Percent Child Noncompliance & No Response to **Total** Adult Commands (a/b):

APPENDIX B: Sample of Transcribed and Summarized Parent Child Interaction

$ Child, Adult
+ ID:.001
+ CHILD NAME: .001
+ SEX: male
+ SESSION: Intervention 12
+ SITE: child care center
+ ADULT: bd
+ DOE: 3/19/97
+ TRANSCRIBER: ap
+ DOT:3/19/97
+ VERIFIER: se
+ DOV: 3/20/97
+ [i]: child initiated utterance
+ [s]: child spontaneous imitation
+ [r]: response by child to prompt
- 2:44
c look [ri].
c x got it [cmi].
+ [trainer].
a you wanna do it [dt].
c x [x].
a ok [o].
= [p].
a you gonna [dt]>
c you do it [ri].
a oh ok [o].
+ [trainer].
a it/'s my turn [dt].
= [p].
c i got it [cmi].
a did you [yq]?
a that/'s good [up].
+ [trainer].
c how you get that toy [qi]?
+ [1].
a come on [ic] [nt].
a deshawn [ic] [nt].
a come on [ic] [nt].
a your turn [dt].
c my turn [cmi].
a mhm [o].
= [p].
a x [x].
- 2:45
c it/'s wet [cmi].
a mhm [o].
+ [trainer].
a it/'s wet with the bubble stuff [dt].
a my turn [dt]?
c yep [cmi].
a thank you [dt].
= [p].
a did/n't get x [dt].

c x [x].
a your turn [dt].
c i wanna play with the ball [ri].
a no we have with the bubble/s first [cor].
= [p].
+ [2].
a don't shoot me [dc].
c [nc].
a my turn [dt]?
c x [x].
a thank you [dt].
- 2:46
= [p].
a did/n't come out [dt].
a your turn [dt].
c huh my turn [cmi]?
a mhm [o].
= [p].
c i shot you [cmi].
a i see [dt].
a my turn [dt].
c got two bubble/s [cmi].
+ [trainer].
a yep there are two bubble/s but you can/'t play with that one [mex].
c x [x]?
a we got some in here already [dt].
a your turn [dt].
c my turn [cmi].
a mhm [o].
+ [trainer].
a thank/s for put/ing that away [lp].
a i bust it [dt].
c i bust/ed yours [cmi].
+ [transition].
a uhoh [o].
+ [3].
a we can switch [ic] [nt].
a what you wanna play with [rq]?
c ball x [cmr].
a which one [rq] [nt]?
a that [dt]?
a the ball [dt]?
c yeah [cmi].
a ok [o].
+ [trainer].
a we/'ll play with the ball [dt].
+ [endtransition].
a yay [up]!
- 2:47
= [p].
a yay [up]!
c x [x].
+ [4].
a stand back there and shoot it [ic] [dc].
c why [qr] [c]?

+ [5].
a see if you can shoot it [dc].
c [c].
a yay [up]!
+ [6].
a now step back a little more [ic].
c [c].
+ [7].
a go a little more [ic].
c [c].
a ok [up].
a why you throw/ing it so hard [rq].
+ [trainer].
a good try [lp].
+ [8].
a try again [ic].
c [c].
+ [trainer].
+ [9].
a try again [ic].
c [c].
a good try but try again [lp].
a yay [up]!
= [p].
a hey [up]!
+ [trainer].
- 2:48
a good shot deshawn [lp].
a good shot [lp].
a man you just throw/ing (th)em in there [dt].
+ [trainer].
a just throw/ing (th)em in there [dt].
a hey with one hand [lp].
= [p].
a uhoh [o].
c i hit my foot [cmi].
a mhm [o].
a uhoh [o].
+ [10].
a try again [ic].
c [c].
a what you try/ing to do [tq] [nt]?
a slam dunk [dt].
c hey [cmi].
= [p].
a hey [up].
a you slam/ed dunk [dt].
+ [trainer].
a alright [up].
a can i try [yq]?
c yep [cmr].
+ [trainer].
a thank you [dt].
- 2:49
+ [trainer].

a thanks for let/ing me try [lp].
a i guess i can shoot it [dt].
a let's see [o].
a nope [dt].
+ [11].
a wait a minute shawn [ic] [nt].
+ [12].
a let me try one more time [dc] [nt].
a ah [o]!
a mama can/'t shoot [dt].
a oh well [o].
a see he get/s it in [dt].
c [nvr].
a thank you [dt].
a hey [o].
c you got it [cmi]!
a i got one [lex].
= [p].
a good shot [lp].
+ [13].
a scoot back some [ic] [nt].
+ [14].
a and try to shoot it in there [dc].
c [c].
a no [vn].
c what [qi]?
+ [trainer].
a (yeah) [o].
a thanks for scoot/ing back [lp].
a just a little more [dt].
a right there [dt].
a hey [up]!
= [p].
a uhoh [o].
- 2:50
a alright [up].
a backboard [dt].
= [p].
a uhoh [o].
+ [15].
a try again [ic].
c ok [cmr] [c].
a hey [up].
a you got it in again [lp].
+ [trainer].
a uhoh [o].
+ [16].
a try again [ic].
c [c].
a hey [up].
a you see it spin around there [dt].
= [p].
a are you go/ing ever miss [yq]?
c uhuh [cmr].
+ [trainer].

a you probably won't [dt].
c it keep on fall/ing down [cmi].
a yeah it suppose/ed to fall in that little hole [mex].
a see [o]?
a we/'ll have to buy you a basketball goal [dt].
a so you can be slam/ing on mommy/z x [dt].
+ [transition].
+ [17].
a come on [ic] [nt].
+ [18].
a let/'s play shuffleboard [dc].
- 2:51
c [c].
+ [trainer].
a thank you for put/ing the ball away [lp].
+ [endtransition].
= [p].
a (i show/ed him before x) [fl] [dt].
+ [trainer].
c x [x].
a you gotta get it on the mat [dt].
+ [19].
a go get (th)em [dc].
c i got it on the mat [cmr] [c].
a no you cheat/ing [cor].
a you suppose/ed to be back here [dt].
+ [trainer].
a oh yeah you got it on the mat but you cheat/ing x [dt].
a no that/'s mine [dt].
a you got the green one [dt].
a ah x [o].
c x [x].
- 2:52
= [p].
c x [x].
= [p].
+ [20].
a wait a minute [ic] [nt].
+ [21].
a here [ic] [nt].
a that/'s all yours [dt].
+ [trainer].
a thank/s for wait/ing [lp].
c where you go/ing [qi]?
a i/'m go/ing back here so we can play [mex].
a ready [o]?
c yeah [cmi].
a almost [dt].
c i got one [cmr].
a yeah you got it on the mat that time did/n't you [yq].
c you miss/ed [cmr].
a no i did/n't [cor].
a i got it on the mat [dt].
a you got one more [dt].
= [p].

a alright x [o].
a wanna try again [dt]?
c yeah [cmi].
c i got to use it [ri].
a i figure/ed you did [dt].
a (be)cause you been wiggle/ing [dt].
- 2:56
a you vacuum/ing [dt]?
c huh [cmi]?
+ [trainer].
a you vacuum/ing the floor with it [dt]?
= [p].
c i step/ed on it [cmi].
a oh you step/ed on it [lex].
+ [trainer].
= [p].
a ready [dt]?
= [p].
a hey [up]!
a good [up]!
+ [trainer].
- 2:57
= [p].
+ [22].
a come on [ic] [nt].
+ [23].
a get (th)em and come on back up here [dc] [ic].
+ [trainer].
c [c].
a thanks for get/ing mine [lp].
= [p].
a thank you [dt].
c your welcome [cmi].
+ [trainer].
+ [24].
a get the other green one and come on [dc] [ic].
c x [c] [x].
+ [trainer].
a thank you [dt].
a ready [dt]?
c yeah [cmi].
c x [x].
a mhm your turn [dt].
c ok [cmi].
= [p].
-2:58

Sample of Behavior Checklist and Data Summary Sheets

Family: .001 Coder: ap Session:i12 Date: 3/19/97

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
IC/DC/NVC	I	D	I	I	D	I	I	I	I	I	I	D	I	D	I	I	I	D	D	I
in transition/out of transition	O	O	I	O	O	O	O	O	O	O	O	O	O	O	O	O	I	I	O	O
correct (+)/incorrect (-)/ do not count (O)	--	--	--	--	+	--	+	--	+	--	--	--	--	--	+	+	--	+	--	--
# Compliance	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0
# Noncompliance	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PP/UP/LP/VFT/PFT/MEX LEX/RE/DT/RQ/M/MO					UP		UP		LP						UP	UP		LP	cor	
No Opportunity to Complete																				
VIOLATION																				
Command stated more than two times without follow through	x																			
Command was only stated once [when no compliance]		x																		
No Time Occurred	x		x								x	x	x				x			
																				x
Child Compliance was not followed appropriate response				x		x		x		x				x					x	
Child CANR																				
Episode Included Parent Negative														x						
No follow-through																				
Other																				

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APPENDIX D: Sample of Behavior Checklist and Data Summary Sheets

Family: .001 Coder: ap Session:i12 Date: 3/19/97

	21	22	23	24
IC/DC/NVC	I	I	D	D
in transition/out of transition	O	O	O	O
correct (+)/incorrect (-)/ do not count (O)	--	--	+	+
# Compliance	O	O	1	1
# Noncompliance	0	0	0	0
PP/UP/LP/VFT/PFT/MEX LEX/RE/DT/RQ/M/MO			LP	DT
No Opportunity to Complete				
VIOLATION				
Command stated more than two times without follow through				
Command was only stated once [when no compliance]				
No Time Occurred	X	X		
Child Compliance was not followed appropriate response				
Child CANR				
Episode Included Parent Negative				
No follow-through				
Other				

Family:.001 **Date:3-19-97** **Session:i12** **Coder: ap**

Behavior Procedures

[* if a behavioral episode begins with a verbal and nonverbal command, the verbal command takes precedence]

Indirect Commands:
- a. total indirect commands used: 20
- b. frequency IC begins behavior episode :16
- c. frequency correct episodes: 4
- d. frequency no opportunity to complete:0
- e. percent correct episodes (c/b-d): 25%

Direct Commands:
- a. total direct commands used:9
- b. frequency DC begins behavior episode: 8
- c. frequency correct episodes:3
- d. frequency no opportunity to complete:0
- e. percent correct episodes (c/b-d): 38%

Time Out:
- a. total time-out commands used: 0
- b. frequency TO used in episode:0
- c. frequency correct episodes: 0
- d. frequency no opportunity to complete:0
- e. percent correct episodes (c/b-d):0

Non-Verbal Commands:
- a. total nonverbal commands used: 0
- b. frequency NVC begins behavior episode:0
- c. frequency correct episodes: 0
- d. frequency no opportunity to complete:0
- e. percent correct episodes (c/b-d):0

Total Command Episodes
- a. total commands used: 29
- b. total behavior episodes:24
- c. frequency correct episodes:7
- d. frequency no opportunity to complete:0
- e. percent correct episodes (c/b-d): 29%

IN/OUT of Transition
- a. Total behavior episodes [include No Opportunities]: 24
- b. Total episodes outside of transition: 21

Parental Praise:
- a. Frequency Labeled Praise:13
- b. frequency behavior episodes which include Labeled Praise:3
- c. percent behavior episodes which include LP (b/all behavior episodes):13%
- d. frequency unlabeled praise: 15
- e. frequency behavior episodes which include Unlabeled Praise:4
- f. percent behavior episodes which include UP (e/all behavior episodes):17%
- g. frequency physical praise: 0
- h. frequency behavior episodes which include Physical Praise:0
- i. percent behavior episodes which include PP (h/all behavior episodes):0%
- j. frequency of behavior episodes which include UP, LP, or PP (b+e+h):7
- k. percent episodes which include LP, UP, or PP (j/all behavior episodes):29%

- l. frequency RE: 0
- m. frequency of episodes which include RE: 0
- n. frequency LEX:2
- o. frequency of episodes which include LEX:0
- p. frequency MEX:3
- q. frequency of episodes which include MEX:0
- r. frequency behavior episodes which include RE, LEX, or MEX:0
- s. percent behavior episodes which include RE, LEX, or MEX (r/all behavior episodes):0%
- t. frequency VFT:0
- u. frequency of episodes which include VFT:0
- v. percent of episodes which include VFT: (u/all behavior episodes): 0%
- w. frequency PFT:0
- x. frequency of episodes which include PFT:0
- y. percent of episodes which include PFT: (x/all behavior episodes):29%
- z. **percent episodes which include advanced reinforcement of some kind** (UP, LP, RE, LEX, MEX, VFT, PFT):29%

Child Compliance:

a. frequency compliance to direct commands 6
b. frequency noncompliance to direct commands 1
c. percent compliance to direct commands (a/a+b) 86%
d. frequency compliance to indirect commands: 8
e. frequency noncompliance to indirect commands 0
f. percent compliance to indirect commands (d/d+e): 100%
g. frequency compliance to nonverbal commands 0
h. frequency noncompliance to NVC 0
i. percent compliance to NVC: (g/g+h) 0%
j. Total frequency compliance to commands 14
k. Total Frequency noncompliance to commands 1
l. Percent Compliance to commands (j/j+k): 93%

Adult Procedures

A. Responsive Feedback to Child Verbal Behaviors and Requests

CM-LEX 2	Q-LEX	CX-LEX	CPN/CVN -LEX
CM-MEX 2	Q-MEX 1	CX-MEX	CPN/CVN -MEX
CM-DT 7	Q-DT	CX-DT 6	CPN/CVN -DT
CM-RE	Q-RE	CX-RE	CPN/CVN -RE
CM-COR 2	Q-COR	CX-COR	CPN/CVN -COR
CM-AX	Q-AX	CX-AX	CPN/CVN -AX
CM-MO	Q-MO	CX-MO	CPN/CVN -MO
CM-RQ 1	Q-RQ	CX-RQ	CPN/CVN -RQ
CM-O 7	Q-O 1	CX-O 1	CPN/CVN -O
CM-RF	Q-RF	CX-RF	CPN/AVN -RF
CM-UP 1	Q-UP	CX-UP	CPN/CVN -UP
CM-LP	Q-LP	CX-LP	CPN/CVN -LP
CM-PP	Q-PP	CX-PP	CPN/CVN -PP
CM-REC	Q-REC	CX-REC	CPN/CVN -REC
CM-M	Q-M	CX-M	CPN/CVN -M
CM-VFT	Q- VFT	CX- VFT	CPN/CVN -VFT
CM-PFT	Q- PFT	CX- PFT	CPN/CVN- PFT
CM-ABR	Q-ABR	CX-ABR	CPN/CVN-ABR
CM-REC	Q-REC	CX-REC	CPN/CVN-REC

R-LEX	NVR-LEX		CBR-LEX	C -MEX
R-MEX	NVR-MEX		CBR-LEX	C-LEX
R-DT 1	NVR-DT 1		CBR-DT	C-DT
R-RE	NVR-AX		CBR-ABR	C-ABR
R-COR 1	NVR-MO		CBR-AX	C-AX
R-AX	NVR-RQ		CBR-MO	C-MO
R-MO	NVR-O		CBR-RQ	C-RQ
R-RQ	NVR-RF		CBR-O	C-O
R-O 1	NVR-UP		CBR-RF	C-RF
R-RF	NVR-LP		CBR-UP	C-UP 3
R-UP	NVR-PP		CBR-LP	C-LP 3
R-LP	NVR-REC		CBR-PP	C-PP
R-PP	NVR -VFT		CBR-REC	C-REC
R-REC	NVR- PFT		CBR-M	C-M
R-ABR	NVR-ABR		CBR-I	C-I
R- VFT	NVR-M		NC -LP	NC -O
R- PFT	NVB-I	NVB-VM	NC -PP	NC - VFT
R-M	NC-LEX/MEX		NC -MO	NC - PFT

Total Frequency: 41 **Total Frequency WITHOUT Others: 31**

Total Frequency Advanced Responsiveness (LEX, MEX, UP, LP, VFT, & COR): 13

B. Other Types of feedback

CM-P 2	Q-P	CX-P 2	CPN/CVN-P
CM-AVN	Q-AVN	CX-AVN	CPN/CVN -AVN
CM-APN	Q-APN	CX-APN	CPN/CVN -APN
CM-TQ	Q-TQ	CX-TQ	CPN/CVN -TQ
CM-YQ 2	Q-YQ	CX-YQ	CPN/CVN -YQ
CM-IC	Q-IC 1	CX-IC 1	CPN/CVN -IC
CM-DC 1	Q-DC 1	CX-DC	CPN/CVN -DC
CM-FL	Q-FL	CX-FL	CPN/CVN -FL

R-P	NVR-P	CBR-P	
R-AVN	NVR-AVN	CBR-AVN	
R-APN	NVR-APN	CBR-APN	
R-TQ	NVR-TQ	CBR-TQ	
R-YQ	NVR-YQ	CBR-YQ	
R-IC	NVR-IC	CBR-IC	
R-DC	NVR-DC	CBR-DC	
R-FL	NVR-FL	CBR-FL	
NC -P	NC -IC	C -P	
NC -AVN	NC -DC	C -AVN 1	
NC -APN	NC -FL	C -APN	
NC -TQ	C -IC 2	C -TQ 1	
NC -YQ	C -DC	C -YQ	C-FL

Total Frequency: 14 **Total Frequency WITH Others: 24**

C. Appropriate non-uses of feedback: 0

CM-PANR	Q-PANR	R-PANR	NVR-PANR	NVX-PANR	CX-PANR
C/NC- PANR	C/NC- CNT	Q- CNT	R-CNT	NVR-CNT	

D. Percent Responsive Feedback [A/A+B]: 41/55 = 75%
Percent Responsive Feedback with Others Counted as Nonresponsive: 31/55 = 56%
Percent Advanced Responsive Feedback (LEX, MEX, UP, LP, VFT, & COR/A+ B):13/55 = 24%

E. Following the lead:
1. Frequency of adult behaviors that Do Not follow the child's lead: 1
2. Percent of behaviors that follow the child's lead (1/all adult turns): 1%

F. Pause Errors
1. 3 or more consecutive adult behaviors that are not separated by a child utterance, P, or PANR: 19
2. An adult behavior followed by a ANT: 13

Total Frequency (1+2): 32

G. Turn Taking:
1. Frequency Adult Turns (do not count P or PANR): 153
2. Frequency Child Turns (do not include CNT or CANR): 59

H. Expansions:
1. Frequency of all LEX: 2
2. Frequency of all MEX: 3
3. Total Frequency: 5
4. Total number of opportunities to expand: 26
   [count all child CM. When two or more child behaviors occur in succession, look only at the last behavior as an opportunity to expand. Exclude CM followed by PANR, REC, COR, or Transition. Only count child request [R] followed by an LEX or MEX as an opportunity to expand.]
5. % of expandable utterances that were expanded: [3/4]: 19%

I. Adult Negatives:
a. frequency adult verbal negatives: 1
b. frequency adult physical negatives: 0
c. Total frequency adult negatives: 1

Child Behaviors

A. Child Verbal Communication:

a. Total communicative utterances (include all intelligible and partially intelligible utterances): 37
b. Total child verbal requests (R): 4
c. Total child nonverbal requests (NVR): 33
d. Total communicative utterances without Verbal Requests (a-b): 29
e. Total Spontaneous communicative utterances: 29
f. Percent spontaneous utterances (e/a): 78%

B. Child Negative:

a. frequency child verbal negatives: 0
b. frequency child physical negatives: 0
c. Total frequency child negatives: 0

D. Child MLU:

a. MLU in words: 2.46
b. MLU in morphemes: 2.66

Adult MLU:

a. MLU in words 3.12
b. MLU in morphemes: 3.40

(Take MLU from ANALYSIS SET Word & Morpheme Summary)

E. Diversity

a. Child Diversity: 48
b. Adult Diversity: 133

F. Type Token Ratio

a. Child TTR: .48
b. Adult TTR: .28

(Take Diversity and TTR from Total Utterance Word & Morpheme summary)

G. Total Child Compliance

a. Frequency Child Compliance: 14
b. Total Parent Commands: 29
c. Percent Child Compliance to **Total** Adult Commands (a/b): 48%

H. Total Child Noncompliance:

a. Frequency Child Noncompliance: 1
b. Total Parent Commands: 29
c. Percent Child Noncompliance to **Total** Adult Commands (a/b): 3%

I. Child Noncompliance and No Response to Commands:

a. Frequency Child Noncompliance & No Response (subtract frequency child compliance from Total Parent Commands): 15
b. Total Parent Commands: 29
c. Percent Child Noncompliance & No Response to **Total** Adult Commands (a/b):52%

REFERENCE

Miller, J. F., & Chapman, R. S. (1985). SALT: Systematic analysis of language transcripts. Madison, WI: Language Analysis Laboratory, Waisman Center, University of Wisconsin.